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ABSTRACT

Approximately 217 students in grades 1 to 3 of the Berlin public and parochial school systems participated in this bilingual program. Seventy percent of the students were either from French speaking families or had a French ethnic and cultural background. The goals of the program were outlined as follows: (1) to continue to design, develop, and implement a bilingual program to meet the needs of the Franco-American population in the Berlin system in such a way that it can be replicated in other New Hampshire communities; (2) to continue the development, implementation and expansion of a comprehensive instructional program incorporating a bilingual cultural heritage model for the Berlin system and other communities; (3) to provide the necessary pre and inservice training, including materials development, to teachers and aides from kindergarten through grade 6; and (4) to encourage and improve relations between the American and Franco-American populations in northern New Hampshire and their Canadian and French neighbors. The evaluation of this project indicates that it is making excellent progress toward fulfilling its goals. Areas that deserve closer attention include: (1) more systematic reporting to the executive board regarding the progress of the project; (2) continuing efforts to increase staff involvement in planning and decisionmaking; and (3) increasing the emphasis on public relations. (Author/AM)

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THE BERLIN - NORTH COUNTRY BILINGUAL PROGRAM

BERLIN, NEW HAMPSHIRE

INTERIM EVALUATION REPORT

THIRD OPERATIONAL YEAR 1976-1977

DECEMBER, 1976

PROJECT NO. G00-750-3693

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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Berlin, New Hampshire

INTERIM EVALUATION REPORT

Third Operational Year 1976-1977

December, 1976

Project No. G00-750-3693

UD015000

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BACKGROUND AND DEVELOPMENT OF THE BERLIN-NORTH COUNTRY BILINGUAL EDUCATION PROGRAM

History of Title VII French Programs

In 1965, Congress enacted Law 89-10, creating the Elementary and Secondary Education Act, one of whose titles was Title VII, Bilingual/Bicultural Education. The general intent of Title VII was to provide programs that would ensure equal educational opportunities for all children regardless of linguistic or cultural backgrounds. The initial focus of Title VII became programs for Spanish speaking children and adults, although at the present time there are over 250 bilingual programs functioning in the United States, serving children of Spanish, French, American Indian, Chinese and Portuguese extraction.

In 1960, Mr. Robert Fournier, Robert Paris, and Dr. Robert Beaudoin of Manchester, New Hampshire successfully petitioned Washington to include native French speakers as eligible recipients of Title VII grants and services. The first French bilingual program in the United States was implemented in Greenville, N. H., as the Mascenic Bilingual Program, under the direction of Mr. Normand Robitaille. French bilingual efforts in the United States are now quite extensive with Louisiana having five projects; Maine, two; the State of Vermont, one; and in New Hampshire, there is, of course, The Berlin-North Country Bilingual Program.

Program Description - The First Operational Year (1974-1975)

Berlin, New Hampshire is a small city of 15,000 in a

very rural area, isolated from the rest of the state by the White Mountains and identifying in many respects with French speaking Canada. 85% of the citizens are of French-Canadian origin and trace their cultural heritage to Quebec province in Canada. Large numbers of Canadians continue to come to this area to work in the local paper mill or in woodland operations. Most stores employ bilingual sales personnel and French is a common language heard on the streets by the adult population.

The educators of Berlin had long been aware of the need for bilingual education classes, however, most of these needs had traditionally been provided for by the large number of French parochial schools within the city. The teaching nuns in Berlin's four large parochial elementary schools and one high school were members of a French speaking Order and as a result classes in these schools were taught predominantly in French.

Approximately 25 to 30 percent of the children in the six Berlin Public elementary schools, and 65 to 70 percent of the children in the Berlin Parochial schools are from French speaking families and identify with the French Canadian culture and heritage.

With the closing of half of these predominantly French speaking parochial schools and the transfer of children with strong French language and cultural backgrounds into the public school system the need for a comprehensive bilingual program for the city became more apparent.

In January, 1974 a series of meetings were held between Mr. Robert Fournier, Foreign Language Consultant for the New Hampshire State Department of Education; Mr. Ray Burt, Coordinator of Elementary Schools for the City of Berlin; and Mr. Leon Lakin, Director of North Country Education Services. As a result of these meetings a bilingual program for the City of Berlin was developed and an application for funding was submitted to the U. S. Office of Education - ESEA Title VII.

Although Berlin was notified that the project had been funded in early summer, actual funds did not begin to flow until much later in August. Mr. Claude Ouellette, a Berlin High School French Language instructor, assumed the project director's position in October, 1974. Mr. Ouellette began organizing the program; identifying and ordering needed materials and equipment; locating classroom space; and interviewing and selecting classroom teachers.

The program itself focused on just the first grade during FY 74-75 and actual instruction in three bilingual first grade classrooms in Berlin began in February, 1975. The three classrooms were located as follows:

1 - Brown School
2 - St. Joseph's Elementary School (now Bartlett Annex)

and involved approximately fifty-one (51) pupils from French and English backgrounds.

The five staff members were:

<u>Teachers</u> Ms. Helen Laliberte (Brown School)
Ms. Linda Lavoie (St. Joseph's)
Ms. Jane Gagne (St. Joseph's)

<u>Aides</u> Ms. Karen Brady (St. Joseph's)
Mr. Paul LaCroix (Brown School)
Ms. Jane Wheeler (St. Joseph's)

All teachers and aides were bilingual and the aides themselves were also certified bilingual instructors.

Students for the program were selected on a voluntary basis as a result of interests their parents expressed in the program on a questionnaire distributed by the project director in December, 1974.

The intent of the program was not to offer French merely as a second language a few minutes a day but rather to integrate, through bilingual teachers and aides, the French language and culture into the existing school curriculum thus allowing French children to receive instruction in their dominant language as well as in English.

The principle long range Berlin-North Country Bilingual Program goals during the First Operational Year (1974-1975) included:

. *To provide all children in the schools participating in the Berlin-North Country Bilingual Education Program with increased educational opportunities.*

. *To develop and implement a comprehensive (cognitive/affective) instructional program that will assure no differential in success or failure rates between students whose mother tongue is English, contrasted to students from a Franco-American sub-culture, who upon entering school, have limited or sub-standard English speaking abilities.*

. *To develop and implement an in-service training program for area teachers that will assist them in establishing bilingual programs.*

. *Expand awareness of the needs of students-parents of the Franco-American sub-culture; and incorporate into the existing curriculum programs and activities related to the language of the Franco-American peoples.*

. *To develop and implement a program of cultural exchange between the American/Franco-American populations in northern New Hampshire and their Canadian and French neighbors.*

Program Description - The Second Operational Year 1975-1976

The Second Operational Year Proposal saw basically a continuation and expansion of the goals established in 1974-1975. These additional classes were added bringing the student enrollment to 154. The breakdown of students, staff and schools was as follows:

Bartlett Annex (formerly St. Joseph's) two 2nd Grades 44 pupils

Teachers - Jane Gagne
Helen Laliberte
Aides - Jane Wheeler
Anne Marie Favreau

Brown School - one 1st Grade 26 pupils

Teacher - Linda Lavoie
Aide - Jackie Bernard

Catholic West - one 1st Grade 21 pupils

Teacher - Sister Ann
Aide - Janet James

Catholic East - one 1st Grade and one 2nd Grade 25 & 34 pupils

Teachers - Debra Beaudoin
Cecile Labbe
Aides - Isabel Neal
Lorey Zahn

Total number of 2nd graders	78
Total number of 1st graders	72
Total enrollment	150

All teachers, with the exception of one teacher in one of the parochial schools, were fluent bilingual instructors. All six aides were bilingual and held college degrees (1 had a Masters) and all were French majors.

Once again, students were selected on a voluntary basis, with no more than 40% of the total enrollment being students from English backgrounds.

Ms. Maite Ricard acted as a part time Curriculum Development Specialist and staff trainer and Mr. Claude Ouellette remained as project director.

Program Description - The Third Operational Year 1976-1977

Approximately 217 students in grades 1-3 of the Berlin public and parochial school systems are participating in this year's bilingual program. The distribution of students by grade is as follows:

Grade 1 - 77

Grade 2 - 71

Grade 3 - 69
Total 217

Of the 217 students enrolled in the bilingual program, about 70% are either from French speaking families or have a French ethnic-cultural background.

This year's staff consists of:

First Grade - Bartlett School
Teacher: Ms. Isabel Neal
Aide: Ms. Ann Marie Favreau

First Grade - Marston School
Teacher: Ms. Linda Lavoie
Aide: Rachel Ouellette

First Grade - Catholic East
Teacher: Sister Labbe\
Aide: Pauline Ouellette

First Grade - Catholic West
Teacher: Sister Ann
Aide: Ms. Lorette Vachon

Second Grade - Brown School
Teacher: Ms. Helen Laliberte
Aide: Ms. Desire Rostrum

Second Grade - Catholic East
Teacher: Ms. Debbie Beaudoin
Aide: Ms. Lucille Ottolini

Second Grade - Catholic West
Teacher: Sister Adela
Aide: Ms. Lorette Vachon

Third Grade (2) - Burgess School
Teacher: Ms. Jackie Bernard
Aide: Ms. Gloria Pelchat
Teacher: Ms. Jane Wheeler
Aide: Ms. Lola St. Amant

Third Grade - Catholic East
Teacher: Sister Irene
Aide: Ms. Adeline Ramsey

Only four staff members are not fluently bilingual in both French and English. Three of these are teachers and one is an aide. At the present time they are all located in parochial schools. There is no classroom however, that does not have at least one fluent bilingual person (aide/teacher) and in most cases both the aide and the teacher are fluent in French and English.

While the project staff and director continue to review the curriculum guides for each grade and to modify them, steps have also been taken to add additional French units to those that have already been developed. At the third grade level the French lesson has been expanded from 30 minutes to 40-45 minutes. Steps are also being taken to introduce a French reading program, System Dynamique, at the higher grade

levels. Magic Circle is also being used in all bilingual classes, except one, on a regular basis as part of a formal affective development program.

Ms. Maite Ricard is still the primary consultant on French curriculum for the project and Mr. Claude Ouellette continues to act as project director.

A SUMMARY OF RECOMMENDATIONS

In the evaluator's opinion, based on on-site visitations, classroom observations, interviews and discussions with project staff and teachers, and a review of documentation for each goal and objective, the Berlin Bilingual Project appears to be continuing to make excellent progress. There do appear to be some areas that do deserve closer attention and those will be discussed, at length, by the evaluator and project director in reviewing this report.

Among these areas are:

- more systematic reporting to the Executive Board regarding the progress of the project
- continued ways to increase staff involvement in planning and decision-making
- increased emphasis on public relations beyond information to parents of children participating in the project
- plans for integrating more socio-cultural activities and materials into existing English language curricula (i.e., social studies)
- more involvement of non-project personnel in bilingual project workshops and training.

Among the more specific recommendations contained in this report the reader will find the following:

. The project director should continue his efforts to actively involve project staff members in the decision making process. Eventually, when Federal funding is no longer available, the responsibility for continuing the program will

probably rest in the hands of the teachers in Berlin. Through a team management process, these teachers can begin to acquire the skills around planning, communication, sharing resources and assessing alternatives that may be vital to the continuation of the project.

. Even though the Executive Board may not be easily accessed or require personal reports from the project director, it still should be kept informed of the activities and direction of the program. The project director should consider a written monthly report to the Executive Board that would describe events/activities that occurred during that month and which also outlines upcoming events or activities.

. At least one session should be spent with the Parent Advisory Board to clearly outline their function/role and to brainstorm ways in which they can contribute to the project and to making the community more aware of its existance.

. The Parent Survey should be readministered again in April of 1977 and comparisons made with last year's responses.

. Once the Berlin Bilingual Project begins to pass beyond the self-contained classroom and into departmentalized grades it might be wise to consider conducting a teacher needs assessment to help determine training needs; strategies for continuing with French linguistic/cultural development; materials, etc .

. The fact that the Berlin School Board and the Superintendent of Schools are the project's Executive Board presents a problem in that the School Board has many other issues and topics to address at its meetings. It is not always possible to find time to discuss the bilingual project at length, however, the School Board and Superintendent should be kept informed of the project's activities and direction. The evaluator has recommended that the project director prepare regular, written monthly reports for the Executive Board and these should probably be accompanied by personal presentations on a quarterly basis by the project director.

. No schedule of regular meetings has been established for the Parent Advisory Board although attempts are being made to get the Board to meet monthly. Perhaps the same written reports prepared for the Executive Board should also be distributed to the Advisory Board.

. The Parent Advisory Board needs a clear definition of purpose as well as specific tasks that will help it contribute to the success of the bilingual program.

. The project director should verify that those areas identified by the staff on November 4 as being areas of interest for in-service training are still appropriate and ask the staff to rank them in order of priority. Once this has been accomplished, training resources should be identified and a specific in-service training plan outlined for the remainder of 1976-1977.

. Agendas need to be developed for all staff meetings and specific, detailed minutes kept so that critical issues can be

documented and agreed upon policies and procedures will become a part of the project's official record.

. As was suggested in the Final Evaluation Report of 1975-1976, the evaluator would like to see teacher vacancies advertized openly to ensure that all qualified candidates get an opportunity to participate.

. There seems to be a significant number of non-project teachers, especially in the parochial schools, who are teaching French on their own. The evaluator recommends that the project director identify and survey these teachers to determine if they might like to have a resource center, containing units developed by the bilingual project, available to them in each of their schools to supplement their present French instructional materials. Such an effort might serve two purposes. First, it would familarize these teachers with materials being used by the bilingual project and expand the resources available to them in their teaching efforts. Secondly, it might be good public relations and pave the way for greater future cooperation as the bilingual project continues to expand.

. The director should spend a session with his staff brainstorming what they see as their training needs, specifically for 1976-1977 and then prioritizing those needs. Resources should be identified to provide in-service training and a schedule of training activities outlined for the balance of this operational year.

. At the present time the curriculum focuses on language acquisition. Plans should be made for also incorporating more

socio and cultural elements of the Franco-American into existing school curricula, such as social studies, for example.

. The project director, together with key Berlin School District administrative staff should begin to examine how the bilingual project will expand (both vertically and horizontally) over the remaining two years. Determination should be made as to whether or not bilingual instruction will become a part of every class at all grade levels or remain a voluntary program offered in some classes, at some grade levels, in selected classes, at some grade levels, in selected schools. In either case, plans need to be formulated; human and material resources estimated; and alternatives must be weighed.

. The evaluator would like to see the idea of possibly employing a bilingual learning disabilities teacher explored more thoroughly. This becomes a more pressing issue as the number of students enrolled in the program continues to expand and would benefit both French speaking and English speaking students.

. The project director should hold a meeting with the parochial school teachers and aides in order to explain to them that they are considered to be a valuable part of the entire bilingual effort in Berlin and that since they are receiving services from the project they also have an obligation to participate in staff meetings. This meeting might also serve as a forum for determining any unique needs the parochila school staffs have and how they can best be met.

. The involvement of non-project personnel, teachers, administrators and support staff in bilingual project training programs and activities should be considered among the top priorities for the future. The project director and staff should be planning specific ways of informing and actively involving these various professional education groups.

. While the use of Canadian cultural heritage groups may be too expensive, it might be possible to identify local Franco-American talent in the Berlin-North Country area that could be used to meet this objective (Goal IV, Obj. [illegible]). This could include people with traditional Franco-American craft skills, storytellers, singers or people with unique occupations. Such talent could be presented to large groups of students or used by individual teachers in their classroom. Identifying such individuals or groups might be a task for the Advisory Board.

A REVIEW OF 1976-1977 PROGRAM GOALS AND OBJECTIVES

GOAL I -

TO CONTINUE TO DESIGN, DEVELOP AND IMPLEMENT A BILINGUAL PROGRAM TO MEET THE NEEDS OF THE FRANCO-AMERICAN POPULATION (K-6) THAT CAN BE SHARED BY SCHOOLS WITHIN THE BERLIN SCHOOL DEPARTMENT, AS WELL AS OTHER NORTHERN NEW HAMPSHIRE SCHOOLS.

Objective #1: *Between July 1, 1976 and September 1, 1976, the project director and representatives from communities, local interest groups, and participants involved in the project will review and update the organizational foundation necessary to support the program which will include:*

a) continued assessment of attitudes toward and the need for bilingual education

b) continued and expanded involvement of established governing boards necessary for program operation and management.

COMMENTS:

. As has been the case in the past two years, the Berlin Bilingual Project has reviewed the goals and objectives it established for itself in the previous year and has submitted changes or modifications as part of its continuation proposal. Fundamentally, the project remains unchanged from previous years with the exception that it has now expanded to include grades 1-3 and approximately 217 students. Enrollment remains voluntary and is distributed as follows:

Grade 1 - 77 pupils
Grade 2 - 71 pupils
Grade 3 - 69 pupils

There are ten (10) classrooms in both the public and parochial schools (5 public, 5 parochial) with 10 teachers and 10 aides. The project has a full time director, Mr. Claude Ouellette; a full time secretary, Ms. Paulette Landry; and a part time curriculum specialist/teacher trainer, Ms. Maite Ricard.

. The primary focus of the program is on French language development and self concept. French is taught daily for 30-40 minutes depending on the grade level and follows an established curriculum which has been developed and revised for each grade level (1-3). Copies of the curriculum guide are on file in the project office and continue to be revised and updated each year. A series of teaching units has been developed over the years to support the curriculum. During the summer of 1976 the Curriculum Specialist, Ms. Maite Ricard and a project aide, Ms. Lori Zane developed or revised over thirty (30) such units for grades 1-3. Each project teacher has a complete set of all units available to her.

. The self concept portion of the project is dealt with formally through the use of the "Magic Circle" curriculum, a commercially produced self concept program, which is used in all the bilingual classes, with one exception, on a 15-20 minute basis three days per week. (See Attachment A for a schedule of usage).

. Some of the significant changes that are occurring during this third operational year include:

- Attempts to increase the amount of team management by more actively involving staff in the decision making process.
- Introduction (January 1) of a French reading system, System Dynamique, into the upper grades of the project.
- Locating the Berlin Bilingual Project classrooms in public and parochial schools with regular classes rather than isolating some of them as had been the case in the past.

- Continued emphasis on in-service training but with greater use of project staff members, themselves, as trainers.
- A system of regular classroom observations by the project director accompanied by written and oral feedback.

. It should be noted that the project director and his staff have been most supportive of the recommendations made in the external evaluator's Interim and Final Evaluation Reports. Many, if not all, recommendations have been incorporated in the 1976-1977 Continuation Proposal or dialogued on at length.

. The 1976-1977 Continuation Proposal was reviewed and approved by the Berlin Bilingual Project Parent Advisory Board and the Executive Board (Berlin School Board and Superintendent of Schools) in May of 1976 and minutes of these meetings are on file as documentation.

. No needs assessment process is planned for 1976-1977. A Parent Survey was conducted during the Spring of 1976 and was commented on, at length, in the Final Evaluation Report of 1975-1976. A summary of that survey was prepared for the project's Executive Board and other interested parties and is included as Attachment B. Of special interest are the comments made by parents who responded. A similar survey is planned for the Spring of 1977.

. The project is still being governed by a Parents Advisory Board and an Executive Board. The Parent Advisory Board had an open meeting in September which was attended by approximately 44

people. Of those present, 26 indicated they had enough interest that they would like to serve on Advisory Board. A second meeting was held in December but attendance was poor due to bad weather. The Executive Board is still composed of the Berlin School Board and the Superintendent of Schools and although the Board meets regularly to deal with all school issues in the city there has been no formal discussion of the bilingual project this school year.

RECOMMENDATIONS:

. The project director should continue his efforts to actively involve project staff members in the decision making process. Eventually, when Federal funding is no longer available, the responsibility for continuing the program will probably rest in the hands of the teachers in Berlin. Through a team management process these teachers can begin to acquire the skills around planning, communication, sharing resources and assessing alternatives that may be vital to the continuation of the project.

. Even though the Executive Board may not be easily accessed or require personal reports from the project director, it still should be kept informed of the activities and direction of the program. The project director should consider a written monthly report to the Executive Board that would describe events/activities that occurred during that month and which also outlines upcoming events or activities.

. At least one session should be spent with the Parent Advisory Board to clearly outline their function/role and to brainstorm ways in which they can contribute to the project and to making the community more aware of its existance.

. The Parent Survey should be readministered again in April of 1977 and comparisons made with last year's responses.

> Activity #1: *Needs Assessment and attitude questionnaires will be developed and administered to:*
> *1) parents of participating students*
> *2) school teachers - administrators*
> *3) local citizens*
> *4) other communities who may be interested in adopting a bilingual program*
> *This activity will be a joint task of the project advisory board, project director, and third party evaluator.*

COMMENTS:

. No formal needs assessment has been conducted since the project was initiated three years ago. The Parent Survey of April 1976 was an attempt to get at attitude rather than needs. The results of that survey are included in Attachment B and the recommendation has been made to repeat this survey again in April, 1977.

RECOMMENDATION:

. Once the Berlin Bilingual Project begins to pass beyond the self-contained classroom and into departmentalized grades it might be wise to consider conducting a teacher needs assessment to help determine training needs; strategies for continuing with French linguistic/cultural development; materials, etc.

> Activity #2: *A series of reports based upon the findings of the needs assessments and questionnaires will be prepared by the project director for the advisory and executive boards.*

COMMENTS:

. Following the recommendations contained in the Final Evaluation of 1975-1976, the project director prepared a written

report (Attachment B) on the Parent Survey which was distributed to Executive Board members and other interested parties. The report placed special emphasis on the comments made by parents to items on the survey.

> Activity #3: *The advisory and executive boards will meet by September 1, 1976 and establish a schedule of regular meetings, as well as a formal, written description of their roles. Please refer to milestone charts.*

COMMENTS:

. No regular schedule of meetings has been established between the project director and the Executive Board for 1976-1977 at this time. To date the project director has not met with the Executive Board.

. There have been two meetings of the Parent Advisory Board. The first was held in September and was an open meeting for anyone interested in learning about the Berlin Bilingual Project. Approximately 44 citizens attended this meeting with 27 indicating an interest to actively serve on the Parent Advisory Board. A second meeting was held in December but with a very small turn out due to inclement weather. (See Attachment C for list of Advisory Board members).

RECOMMENDATIONS:

. The fact that the Berlin School Board and the Superintendent of Schools are the project's Executive Board presents a problem in that the School Board has many other issues and topics to address at its meetings. It is not always possible to find time to discuss the bilingual project at length, however, the School Board and Superintendent should be kept informed of the project's activities and direction. The evaluator has recommended

that the project director prepare regular, written monthly reports for the Executive Board and these should probably be accompanied by personal presentations on a quarterly basis by the project director.

. No schedule of regular meetings has been established for the Parent Advisory Board although attempts are being made to get the Board to meet monthly. Perhaps the same written reports prepared for the Executive Board should also be distributed to the Advisory Board.

. The Parent Advisory Board needs a clear definition of purpose as well as specific tasks that will help it contribute to the success of the bilingual program.

> Activity #4: *Formal staff meetings will be conducted on a regular bi-weekly basis in order that the staff might share ideas, resolve common and individual problems and play an active role in planning the future direction of the project.*

COMMENTS:

. Staff meetings are being held on a regular weekly basis. There are however, only sporadic copies of agendas for these meetings and practically no minutes. Attachment F contains a calendar of staff meetings held to date.

. A list of areas of concern drawn up by teachers at the end of June 1976 and presented to the project director have been discussed and satisfactory action taken on most (Attachment E). Some of these issues were resolved by the development of a staff policy manual which was created by the project director and his secretary during the summer of 1976 (Attachment D).

. The evaluator attended the staff meeting held on November 4, 1976 and had an opportunity to discuss many issues with

members of the staff. Among the topics that were reviewed were:

- the staff's satisfaction that the issues they had presented in June had all been discussed with the project director and positive action taken on most.
- although role descriptions had been established for teachers and aides, the staff indicated that they were not completely satisfied with these descriptions.
- there seemed to be a question whether the System Dynamique reading program and the oral language development could all be done in an alloted 45 minute period and, if not, what problem did this present for the French and English curriculum in the schools where the project was functioning.
- could the Parent Advisory Board be used more actively to promote public relations.
- areas where in-service training was needed included:
  Improvement in French Fluency
  Curriculum Development
  Teaching Reading
  Values Clarification
  Group Dynamics
  French Culture and Traditions
- more materials should be added to the Resource Room including the Lafayette and St. Martin's Parish materials.
- it might be beneficial for the aides from each grade level to meet and discuss common problems, needs and experiences.

. Staff meetings are also being used for the purpose of in-service training. Such training has focused on the development of supplemental teaching units and materials; the use of various pieces of equipment available in each classroom or in the project office; introductions to the System Dynamique reading series; and critiques of video tapes of various project teacher's classrooms. Attachment G is an example of two instruments teachers were asked to complete as part of such a critique.

RECOMMENDATIONS:

. The project director should verify that those areas identified by the staff on November 4 as being areas of interest for in-service training are still appropriate and ask the staff to rank them in order of priority. Once this has been accomplished, training resources should be identified and a specific in-service training plan outlined for the remainder of 1976-1977.

. Agendas need to be developed for all staff meetings and specific, detailed minutes kept so that critical issues can be documented and agreed upon policies and procedures will become a part of the project's official record.

> Objective #2: *Between July 1, 1976 and September 1, 1976 the Berlin Bilingual Project will determine and acquire those resources necessary to continue implementation of the present program's three first grades, as well as the addition of three more primary grades.*

COMMENTS:

. As of December, 1976 the Berlin Bilingual project has not purchased any additional hardware or equipment. Consumables such

as paper, office supplies, notebooks, etc. were ordered.

. The project did order "Methode Dynamique" and "De Lecture", a reading program developed in Canada and plans are on using it with the third grade classes after the holidays. Ms. Helen Laliberte was trained this summer at McGill University in Montreal in the use of the reading program and has already conducted two workshops for project staff. The reading materials, themselves, did not arrive until after December 11 and that accounts for the delay in implementation.

> Activity #1: *Prior to September 1, 1976 and with the assistance of the Advisory Board and project staff, the director will have taken all the necessary steps to insure the enrollment of a minimum additional 50 primary level students into the project.*

COMMENTS:

. The first graders for 1976-1977 have an enrollment of 77 pupils with the total project enrollment being 217. Of these students, approximately 70% are French speakers or come from a French cultural background.

. A complete breakdown of classrooms, teachers and aides can be found in the Introduction and Background section of this report.

. Eight students who were in the program last year are no longer enrolled, primarily due to transportation problems. There is a waiting list of approximately 15-20 students who would like to get into the program if vacancies occur.

> Activity #2: *The project director, Advisory Board and staff will participate in the development of criteria for, and the hiring of, new bilingual teachers/aides as deemed necessary for program continuation and expansion.*

COMMENTS:

. Three of last year's aides who are bilingual and certified elementary teachers were promoted to classroom teachers positions and eight new aides were hired for 1976-1977.

. Written criteria for selecting and hiring additional personnel for the project were developed during 1975-1976. The basic criteria include:

1.) fluent bilingual

2.) 2 years of college

3.) proven ability to work with children

. The Advisory Board did not participate in the hiring of new teachers or aides. Candidates are interviewed by the Elementary Schools Consultant and the project director. Recommendations are then forwarded to the Berlin School Board and Superintendent of Schools for approval.

RECOMMENDATIONS:

. As was suggested in the Final Evaluation Report of 1975-1976, the evaluator would like to see teacher vacancies advertized openly to ensure that all qualified candidates get an opportunity to participate.

> Activity #3: *By August 1, 1976 bilingual project staff members will have identified all their immediate material needs, classroom space, French-English texts, supplemental instructional materials, equipment, etc., and the project director will have taken the appropriate action necessary to comply with these needs.*

COMMENTS:

. This activity was discussed in Objective #2. An inventory of all materials purchased by the project to date is on

file in the project office and has been reviewed by the evaluator.

RECOMMENDATIONS:

. There seems to be a significant number of non-project teachers, especially in the parochial schools, who are teaching French on their own. The evaluator recommends that the project director identify and survey these teachers to determine if they might like to have a resource center, containing units developed by the bilingual project, available to them in each of their schools to supplement their present French instructional materials. Such an effort might serve two purposes. First, it would familarize these teachers with materials being used by the bilingual project and expand the resources available to them in their teaching efforts. Secondly, it might be good public relations and pave the way for greater future cooperation as the bilingual project continues to expand.

> Activity #4: *By September 1, 1976 the project director, in conjunction with the staff, will have developed a written outline of in-service training/staff development activities that will occur for the staff during 1976-1977 including:*
> - *workshops conducted by external resources*
> - *workshops conducted by bilingual staff*
> - *visitations to other bilingual sites*
> - *formal course enrollments at colleges and universities*
> - *conferences and seminars*

COMMENTS:

. There is no written outline of in-service training/staff development activities for the 1976-1977 operational year.

. Numerous in-service training activities have occurred since the beginning of this third operational year. Among the

major training experiences are:

- Three day orientation for all staff prior to the start of the school year. (Attachment H)
- Maite Ricard, Curriculum Specialist, visits the project one week per month and works individually with teachers on methods, unit plans, etc.
- Helen Laliberti has conducted two workshops on the System Dynamique. The first was a one hour introduction and the second was a three hour indepth presentation.
- In-service training has been done on the use of various pieces of equipment - overheads, tape recorders, laminators, etc.
- Isabel Neal attended a kindergarten conference on bilingual education at Leslie College in Cambridge, Massachusetts November 18-19 and will present a report at the next staff meeting.
- Tapes were shown of two plays by Greg Chabot from the Boston University Resource Center.
- Videotape and critique was done of Jackie Bernard's French class.
- Summer training saw Helen Laliberti attend a workshop at McGill University in reading; Jackie Bernard and Linda Lavoie went to Madawaska, Maine for a three week intensive training session in grammar and Franco-American culture and civilization.

- Claude Ouellette, project director, spent four weeks at the University of Paul Valery in Montpelier, France studying culture, civilization, phonetics, composition and stylistics. The training was sponsored by the French Embassy.
- Mr. Ouellette also took courses in Personnel and Communication in Educational Organization and Collective Bargaining.

RECOMMENDATIONS:

. The director should spend a session with his staff brainstorming what they see as their training needs, specifically for 1976-1977 and then prioritizing those needs. Resources should be identified to provide in-service training and a schedule of training activities outlined for the balance of this operational year.

> Activity #5: *By September 1, 1976 the project director and staff will have developed a written bilingual curriculum encompassing the appropriate primary grade levels involved during 1976-77 based on previous primary level curriculum development done in Madawaska, Maine; Greenville, New Hampshire; Louisiana; and in Berlin during 1974-75. This Bilingual Primary Level Curriculum Guide will be reviewed and approved by the Advisory-Executive Board and will serve as the project's curriculum master plan for 1976-77.*

COMMENTS:

. A written curriculum is available for grades 1-3 and is on file in the project office. The curriculum undergoes continuous revision each year based on input from the project director, the project staff and the Curriculum Specialist.

. The curriculum has not been presented to either the Executive Board or the Advisory Board for their approval although

it is available for their review at any time.

. Ms. Ricard and Ms. Lori Zane spent the summer developing and revising thirty (30) additional teaching units to supplement the present curriculum structure.

RECOMMENDATIONS:

. At the present time the curriculum focuses on language acquisition. Plans should be made for also incorporating more socio and cultural elements of the Franco-American into existing school curricula, such as social studies, for example.

> Activity #6: *By January 1, 1977 the project director and staff will have developed a chart outlining the phase in process for the remainder of the students in grades 3-6. The chart will include:*
>
> - *Time sequence for phasing in students, programs and activities over a three (3) year period.*
> - *Outline of necessary human/material resources.*
> - *Projected budgets for each year of operation.*

COMMENTS:

. No phase in chart has been developed at this time. As was reported in the Final Evaluation Report of 1975-1976, the intention is to use bilingual project aides who are certified at either the elementary or high school levels to replace retiring teachers or other teacher vacancies within the system.

RECOMMENDATIONS:

. The project director, together with key Berlin School District administrative staff should begin to examine how the bilingual project will expand (both vertically and horizontally) over the remaining two years. Determination should be made as to whether or not bilingual instruction will become a part of every class at all grade levels or remain a voluntary program

offered in some classes, at some grade levels, in selected classes, at some grade levels, in selected schools. In either case, plans need to be formulated; human and material resources estimated; and alternatives must be weighed.

GOAL II -

TO CONTINUE THE DEVELOPMENT, IMPLEMENTATION AND EXPANSION OF A COMPREHENSIVE (COGNITIVE/AFFECTIVE) INSTRUCTIONAL PROGRAM INCORPORATING A BILINGUAL/CULTURAL HERITAGE MODEL FOR STUDENTS IN THE BERLIN SCHOOL SUPERVISORY UNION AND SURROUNDING NORTH COUNTRY COMMUNITIES.

> Objective #1: *By September 1, 1976 a comprehensive (cognitive/affective) bilingual program will be operational in at least three first grades and three second grades within the city of Berlin.*

COMMENTS:

. The Berlin Bilingual Project is now serving 217 students in grades 1-3. There are ten bilingual classrooms functioning including four first grades (2 public, 2 parochial); three second grades (1 public, 2 parochial); and three third grades (2 public, 1 parochial). There are ten (10) teachers and ten (10) aides.

. A French Language Arts curriculum has been prepared and is being implemented.

. The Magic Circle curriculum, a commercially available affective program, is being implemented in all classrooms but one. Most teachers are using this affective program for a fifteen minute period three days a week.

. Pre-testing in the cognitive area has been done and the project is awaiting the results. Once the pre-test results are in they will be compiled and forwarded to Washington as an

addendum to this Interim Report. Testing was done during the months of November and December, 1976 and include the use of:

- The Stanford School Readiness Test
- The Stanford Achievement Test (Primary Battery)
- A French Criterion Referenced Test developed by the National Materials Development Center for French and Portuguese, based on the Berlin Bilingual Project Curriculum Guide.

Activity #1: *Between July 1, 1976 and September 1, 1976 meetings will have been held between project staff, external resource agencies*, and the administrators-teachers (elementary K-3) involved in the program. The purpose of these meetings will be to modify and further incorporate the bilingual program into the existing curriculum of the Berlin School Department schools.*

**External resource agencies include:*
a) Services de Liaison des Projects bilingues
b) Codofine (Council for the Development of French in New England)
c) The Mascenic Bilingual Project
d) and other Frnaco-American organizations located in the Northeast
e) The St. John Valley Bilingual Program (Maine)
f) The Canaan-Norton, Vt. Bilingual Program
g) The Caribou Bilingual Program (Maine)

COMMENTS:

. Codofine (Council for the Development of French in New England) and the Services de Liaison des Projects Bilingues are no longer realistic resources to be considered under this activity.

. On September 27, 1976 the Elementary Consultant for the Berlin Schools, Mr. Ray Birt, called a meeting of all elementary staff in order to familiarize them with the philosophy and objectives of the Berlin Bilingual Program. Approximately sixty (60) elementary teachers attended the meeting and although no

formal feedback was collected, many teachers verbally remarked that the meeting had cleared the air for them and helped them to better understand and appreciate the project.

. Another general elementary staff meeting is planned for January at which time members of the bilingual project staff will present the Magic Circle curriculum.

> Activity #2: *The Berlin Comprehensive bilingual program model will provide parallel instruction in two languages (English and French) in key subject matter areas utilizing bilingual teachers and aides. The major changes from the previous program will be:*
>
> *a) increased emphasis on language arts*
> *b) identification/development of appropriate bilingual instructional materials*
> *c) an increased emphasis on staff training.*

COMMENTS:

. The Berlin Bilingual program and curriculum have been discussed extensively in previous objectives. Basically, there is no parallel instruction in both languages occurring. French is taught for 30 minutes in grades 1-2 every day and for 40-45 minutes in grade 3 daily. During that time all instruction, directions and materials are presented in French. The primary emphasis is on oral language development. The project director has done at least two observations of each classroom and the external evaluator has observed the French lesson in each class once as of December 20, 1976. All observations are accompanied by oral de-briefings and a formal, written report is placed in the office files.

. After the holidays the third grades participating in the project will begin the use of "De Lecture" and "System Dynamique"

as an introduction to reading in French.

. The evaluator has recommended that the project examine the possibility of individualizing some of the instructional units and activities that go on during the French lesson. This would allow large group instruction to continue for 30-45 minute periods and, at the same time, let excellerated/slow students work individually during other times of the day on French. Mr. Ouellette has contacted Mr. David Crisafolli, a consultant on classroom management and individualized instruction, to assist in this effort.

. The project director has instituted the process of video-taping French lessons in various classrooms and then showing them at staff meetings for purposes of discussion and critiqueing. This was a recommendation that was made last year and has been followed through with a good reaction from the staff.

RECOMMENDATIONS:

. The evaluator would like to see the idea of possibly employing a bilingual learning disabilities teacher explored more thoroughly. This becomes a more pressing issue as the number of students enrolled in the program continues to expand and would benefit both French speaking and English speaking students.

> Activity #3: *By September 1, 1976 specific exemplary programs dealing with attitudes, self-concept, etc., will be identified or developed and incorporated into the project's primary level curriculum for English, as well as French speaking pupils.*

COMMENTS:

. As has been stated previously, the Magic Circle Curriculum

has been selected as the affective curriculum for the project. It is being used in every classroom (except one parochial school class) for fifteen (15) minutes a day, three days a week.

> Activity #4: *Between September 1, 1976 and June 1, 1977 the project will sponsor at least three one-day workshops on materials development conducted by outside experts such as Ms. Maite Ricard and Dr. Normand Dube.*

COMMENTS:

. Material Development workshops have been sponsored by Maite Ricard, Curriculum Specialist, and by Claude Ouellette for the project staff; for aides and for teachers and specialists within the district.

. Phone contact, on a regular basis, has occurred between the Berlin project and similar projects in Madawaska and Caribou, Maine to discuss materials and new methodologies being attempted.

. The National Materials Development Center for French and Portuguese has also visited the Berlin project several times to discuss what materials might be valuable that they could develop, as well as to offer opinions on locally designed materials.

> Activity #5: *Between September 1, 1976 and June 1, 1977 the project will sponsor at least three one-day workshops on curriculum development and integration, conducted by outside experts such as Sr. Yollande Plante, Mr. Normand Fortin, and Ms. Maite Ricard.*

COMMENTS:

. This activity is quite similar to Activity #4 and is handled primarily by Ms. Ricard during her monthly on-site visits.

Activity #6: *Between September 1, 1976 and April 1, 1977 the teachers in the program will conduct at least two workshops concerning bilingualism. These will be offered to local teachers to inform them about the project.*

COMMENTS:

. As has been stated previously, project staff conducted one workshop for all Berlin elementary teachers in September to explain the philosophy and intent of the project. A second workshop is being planned for January at which time the Magic Circle program will be presented.

Objective #2: *All teachers in the Catholic schools involved in the bilingual program will receive the same training and benefits as those in the public schools.*

COMMENTS:

. Two parochial schools are involved in the bilingual program at the present time. Catholic East has a first, second and third grade and Catholic West has a first and second grade. All teachers and aides in these classrooms are eligible for training and other benefits from the bilingual project and there is no evidence of discrimination.

. While Sister Rita is active in attending workshops and staff meetings, the others are not, and this poses a problem for the project. If parochial schools are eligible for the same material benefits and training as the public schools participating in the bilingual program than they should also be equally responsible for attending staff meetings and workshops deisgned to plan and improve the program.

. Program aides in the parochial schools are actively involved in staff meetings and workshops.

RECOMMENDATIONS:

. The project director should hold a meeting with the parochial school teachers and aides in order to explain to them that they are considered to be a valuable part of the entire bilingual effort in Berlin and that since they are receiving services from the project they also have an obligation to participate in staff meetings. This meeting might also serve as a forum for determining any unique needs the parochial school staffs have and how they can best be met.

> Activity #1: *All new teachers in the program, including the Catholic schools, will participate in at least three workshops dealing with materials development and three dealing with curriculum development as per Activities #5 and #6 of Objective number One.*
>
> Activity #2: *All Catholic school bilingual teachers will participate in bi-weekly staff meetings with all the bilingual teachers in order that they might share ideas, resolve common and individual problems, and play an active role in planning the future direction of the project.*
>
> Activity #3: *All materials and equipment purchased by the bilingual project will be shared equally with all the schools, public and parochial, involved in the program.*

COMMENTS:

. These activities have already been addressed previously.

> Objective #3: *Pre-post baseline data (cognitive/affective) will be collected according to the FY 74-75 plan, on students enrolled in the program and other appropriate target audiences.*

COMMENTS:

. An analysis of test results will be submitted to Washington as an addendum to this report once test data has been returned from the scoring service and can be analyzed.

. Pre-testing was done in November and December, 1976. The Stanford School Readiness and Achievement Tests were administered as part of the Berlin city-wide testing program and post-testing will be completed in May, 1977. A criterion-referenced test in French, based on the project's curriculum, was also administered as a pilot. No affective assessment instrument was given.

. Because Berlin does have a city-wide testing program and since the bilingual project and the city administer the same tests at the same time, it will be possible to set up future comparative studies using other non-project classrooms as control groups for purposes of longitudinal comparative studies.

> Activity #1: *The testing subcommittee will be formed and will be responsible for selecting appropriate instruments, setting testing dates, and developing a pre-post design, both cognitive and affective, for recording pupil growth as a result of the program. The subcommittee will be composed of: Mr. Roy Cascaden, Test Consultant; Dr. Everett Barnes, Project Evaluator; Claude Ouellette, Project Director; Mr. Ray Birt, Elementary Coordinator; and project staff.*

COMMENTS:

. Mr. Roy Cascaden is acting as the Berlin elementary school consultant for learning disabilities and testing and is assisting the project with its testing program.

. While no formal testing subcommittee exists, input regarding testing comes from several sources including:

- Mr. Ray Birt, Elementary Consultant for Berlin Public Schools
- Dr. Everett Barnes, Project Evaluator

- National Materials Development Center in Bedford, N. H.
- Mr. Roy Cascaden, Elementary Learning Disabilities Consultant.

Activity #2: *The project director and staff, in cooperation with the Coordinator of Special Education for the North Country Education Services, will review the process for diagnosis and remediation of learning disabilities of students in the participating districts. A determination will be made as to whether or not diagnostic/screening instruments should be translated for the French population (similar to what was done in Spanish speaking urban bilingual programs), because of linguistic or cultural bias.*

COMMENTS:

. A meeting was held on December 7, 1976 at Marston School between Mr. Ouellette, Mr. Gage, psychologist at North Country Mental Health Services, and Ms. Barbara Razepski, learning disabilities specialist for North Country Education Services to discuss this activity. It was decided that all disabilities tests to be administered to bilingual or predominantly French speaking students would be done by a French speaking psychologist.

. Mr. Ouellette and Ms. Ricard also agreed to do direct translations on any tests that North Country Mental Health Services desires. One translation has already been completed on a reading test for Adult Basic Education.

GOAL III -

THE BERLIN BILINGUAL PROJECT WILL PROVIDE THE NECESSARY PRE AND IN-SERVICE TRAINING, INCLUDING MATERIALS DEVELOPMENT, TO ITS TEACHERS AND AIDES OF GRADES K TO 6.

Objective #1: *During FY 76-77 at least six in-service training programs in the area of bilingual education and cultural heritage will be developed and implemented for:*

a) classroom teachers in participating schools
b) paraprofessionals seeking experience and training in bilingual programs
c) school administrative personnel

d) Title I bilingual aides
e) All interested teachers in the Berlin School System.

COMMENTS:

. Workshops have been done for general elementary staff in order to explain the philosophy and intent of bilingual education. A second workshop is planned to explain the Magic Circle affective program.

. Six (6) programs/units on bilingual-bicultural heritage are available from Assumption College and the National Materials Development Center for French and Portuguese. One has been adopted for use at the elementary school level.

. A conference is being planned for April in Gorham, N.H. for New Hampshire school administrators and interested teachers by Teachers College, Columbia University. The theme will be planning and administering bilingual programs and will involve bilingual staffs from several northern New England bilingual projects.

. Ms. Ricard has held two workshops designed especially for classroom aides, which were attended by non-program personnel as well.

RECOMMENDATIONS:

. The involvement of non-project personnel, teachers, administrators and support staff in bilingual project training programs and activities should be considered among the top priorities for the future. The project director and staff should be planning specific ways of informing and actively involving these various professional education groups.

Activity #1: *The project director and staff will review existing in-service training packages and materials developed by other regional/national bilingual projects.*

COMMENTS:

. Other than the existing in-service packages available from Louisiana, Maine and other Northern New England programs, no new packages have been developed for examination.

Activity #2: *Existing bilingual and monolingual personnel (teachers and aides) from the Berlin School Department will visit the Madawaska, Maine Bilingual Program and the Canaan, Vermont Bilingual Program in order to gain valuable insight into the operation of model programs.*

COMMENTS:

. No visitations have been made by Berlin Bilingual staff to other French bilingual projects in Maine and Vermont so far this year. Three factors seem to inhibit the visitation process:

1) distances are often prohibitive - Canaan, Vt. has the closest project, one (1) hour north of Berlin, the rest are either more than one day's travel or are in other parts of the country (Louisiana).
2) the cost of such travel does not seem to justify a frequent visitation schedule (mileage, per diem, substitutes, etc.)
3) the weather often prohibits travel for from 4-6 months, expecially in Northern New England.

Activity #3: *Between September 1, 1976 and June 30, 1977 the project director will, since Sherbrooke University in Quebec, Canada is located only 150 miles from the project, contact through the Ministry of Education, Inter-governmental affairs and Culture in Quebec, to seek assistance from consultants developing bilingual materials at that and other institutions in Quebec Province.*

COMMENTS:

. No contact has been made so far this year with the Ministry of Education in Quebec. Phone contact was made last year and a catalog of audio-visual materials used in Canada elementary schools was sent to the project.

. Mr. Ouellette has been in contact with Sister Yolande Plante and Mr. Norm Fort from the University of Sherbrooke regarding the development of new bilingual materials.

> Activity #4: *The director of the Bilingual Program will again seek assistance in training new and experienced personnel through interested institutions of higher learning, (formal training programs and workshops), as well as resources made available through the Service de Liaison des Projects Bilingues Francais-Anglais, already involved in providing these services to all existing projects in French-English.*

COMMENT:

. This activity is no longer applicable.

> Activity #5: *During FY 75-76, consultants rotating among projects through the Service de Liaison, will be employed for in-service training in the project, i.e., French Reading Specialist, who has already worked with all projects. The Service de Liaison also presently has an agreement with the Harrisville, N. H. Branch of Antioch College to organize workshops, hire qualified consultants, and award graduate credit for completed work in any community developing a Title VII ESEA Project - French-English in the U. S., provided such a program is coordinated through the Service.*

COMMENTS:

. This activity no longer applies since the Service de Liaison has been eliminated as a Title VII resource center.

GOAL IV -
TO ENCOURAGE AND IMPROVE RELATIONS BETWEEN THE AMERICAN/ FRANCO-AMERICAN POPULATIONS IN NORTHERN NEW HAMPSHIRE AND THEIR CANADIAN AND FRENCH NEIGHBORS.

Objective #1: *During FY 76-77 plans will be made and coordination completed for the exchange of artists and the Pendulum Theatre group, as well as other cultural heritage activities between the populations of northern New Hampshire and Canada.*

COMMENTS:

. The Pendulum Theatre group from Canada made a two day presentation in Berlin last year. No presentations by that group or any other Canadian cultural group are planned for this third operational year, primarily due to the expense involved in such efforts.

. Once again this year, elementary students from the Berlin Bilingual Project presented their Christmas soiree (December 16) which was attended by over 550 people.

RECOMMENDATIONS:

. While the use of Canadian cultural heritage groups may be too expensive, it might be possible to identify local Franco-American talent in the Berlin-North Country area that could be used to meet this objective. This could include people with traditional Franco-American craft skills, storytellers, singers or people with unique occupations. Such talent could be presented to large groups of students or used by individual teachers in their classroom. Identifying such individuals or groups might be a task for the Advisory Board.

Activity #1: *Cable, commercial and E.T.V. eminating from New Hampshire, Vermont and Canadian sources will be utilized for expanding and supporting bilingual education and programming in the project area.*

COMMENTS:

. Nothing has been done with cable television to date. Between December and April a television program is being planned on the Berlin Bilingual Project for airing on Maine Educational Television.

Activity #2: *The project will contract one performance with the bilingual Pendulum Theatre from Montreal. The Pendulum Theatre is a childrens' theatre group which travels North American and gives performances in French and English for children ages 5-10.*

COMMENTS:

. As was stated in Goal IV, Objective #1, this activity will not be implemented during FY 76-77 due to the expense involved.

Activity #3: *In conjunction with the Richelieu Club, the bilingual program will hold a "Soiree Canadienne" at the Waumbec Inn in Jefferson, N. H. Plans are now being formulated for this event in late August, 1975.*

COMMENTS:

. As was the case last year, too much of the cost of this activity would have to be borne by the project and therefore, it will not be implemented.

DISSEMINATION

Objective #1: *Nine monthly newsletters will be disseminated between September 1976 and June 1977. Six of the releases will pertain to one class, one teacher, one school. The other three (September, December, April) will focus on the general state of the program, as well as activities of the children on the special holiday for that month (December-Christmas, April-Easter, etc.). These will also deal with evaluation, materials, and classroom activities in general.*

COMMENTS:

. The first newsletter of this third operational year was released in December, 1976.

Objective #2: *One article per month will be carried by the local newspaper. These articles will emphasize current events such as workshops, Executive Board meetings, Advisory Council meetings, Project staff activities, etc.*

COMMENTS:

. To date only two major feature articles have appeared in the local newspaper and these concerned visits by educators from the Soviet Union to the Berlin project.

. The project was visited by the French Counsul M. Alain Grenier who came from Boston on November 29-30 to observe classrooms and speak with Mr. Ouellette.

Objective #3: *The Berlin Project will sponsor one radio program on either of the two local stations (WBRL or WMOU). It will be an exposition type program to familiarize the people with the progress of the project.*

COMMENTS:

. This objective had not been implemented at the time this Interim Report was being prepared.

Objective #4: *Any materials developed by the program will be disseminated to all area schools and to the Service de Liaison for the other French programs throughout the country.*

COMMENTS:

. The Service de Liaison is no longer in existance. The National Materials Development for French and Portuguese, located in Bedford, N. H., has sent several staff members to Berlin on at least two occasions to review materials being developed by the project and these materials and curriculum guides are on

file in the Center's resource library for any project interested in obtaining them.

MANAGEMENT GOALS AND OBJECTIVES

Objective #1 and #2 of this particular section of the Berlin Bilingual Project relate to the Executive and Advisory Board and have been addressed previously in this report.

> Objective #3: *Project Reports and Progress Charts. The Project Director will develop any necessary progress charts, time lines, budget projections, job descriptions and report formats necessary to the successful management of the Berlin-North Country Bilingual Projects.*

COMMENTS:

. To date the budget, charts and time line being used by the project director are those contained in the proposal application.

> Activity #1: *By September 15, 1976 the Project Director will have prepared and submitted to the Advisory Board and the Executive Board, for approval:*
>
> *1) A Milestone Chart for the Bilingual Project activities from the date funding was received (July 1, 1975).*
> *2) Job descriptions for each staff position to be funded by the project, including qualifications, functions and responsibilities.*
> *3) Budget Chart relating dollars to specific program activities.*
> *4) Copies of the Bilingual Curriculum Guideline.*
> *5) Outline of proposed staff development activities.*

COMMENTS:

. The Advisory and Executive Board did review the Third Year Continuation Proposal for approval which did contain items 1-3. No formal review has been done by these groups of the curriculum guide and no in-service training outline has been

prepared to date.

> Activity #2: *The Berlin-North Country Bilingual Project shall by July 1, 1976 contract with a third party for project evaluation services. The evaluation strategy will include a comprehensive design for assessing process, as well as product outcomes of the Berlin-North Country Bilingual Program and its activities.*

COMMENTS:

. The Berlin Bilingual Project has contracted with UNCO, Inc., 60 Pinehurst Road, Portsmouth, New Hampshire, a subsidiary of Kappa Systems, Inc., 1501 Wilson Blvd., Arlington, Virginia to act as third party evaluator. The principal investigator for this contract is Dr. Everett Barnes, Jr.

ATTACHMENT A

MAGIC CIRCLE SCHEDULE

Isabel Neal - Grade 1 - Bartlett	Wed. Thurs. (12:15-12:30
Linda Lavoie - Grade 1 - Marston	Mon. Tues. Thurs. (8:00-8:15)
Helene Laliberte Grade 2 - Brown	Usually: Tues. Wed. Thurs. (9:00) Or Mon. Tues. Wed. (9:00)
Jackie Benard - Grade 3 - Burgess	Mon. Wed. Fri. (10:25)
Jane Wheeler - Grade 3 - Burgess	Mon. Wed. Fri. (8:15-8:30)
Cecile Labbe - Grade 1 - Cath. East	Tues. Thurs (10:30 or 1:30)
Debbie Beaudoin Grade 2 - Cath. East	Mon. (2:00-2:30) and Tues.
Adeline Ramsey - Grade 3 - Cath. East	Does not use it -
Laurette Vachon - Grade 1 - Cath. West	Mon. (12:30)
Grade 2 - Cath. West	Mon. (10:30)

ATTACHMENT B

1975 - 1976
COMMENTS
MADE ON
PARENT ATTITUDE QUESTIONNAIRE
TOWARD THE
BERLIN-NORTH COUNTRY BILINGUAL EDUCATION PROGRAM

"My child will speak French at home, thanks to the bilingual program. She enjoys French."

"Je suis bien satisfaite du programme et je souhaite que cela va continuer."

"It is hard to say how my little girl feels about the program. She is so young. She seems to be very interested in French. She is always asking me to say a word in English, and she will repeat the word in French. In my opinion, it is a good sign that she is interested. I do hope that they will decide to keep French in the schools. In the long run, it will help them very much."

"My child is happy. I'm happy he has adjusted so well. I think the program is fantastic!"

"The change in my child's attitude of himself & school has been great. He seems to be very proud of speaking & understanding French. I have found the cooperation of the teachers wonderful, and my husband and I are looking foreward to our children continuing in the bilingual education classes."

"Hoping they'll continue this program."

"The only comment I have is that I would like more French, but perhaps I am too anxious and want unreasonable results too soon. I'm looking forward to more French."

"1. Would like to know what purpose this survey will accomplish? 2. Some of the questions seemed inappropriate and not geared to the program as it exists in this community. 3. I feel that the program is far superior than the results of the questionnaire will indicate. Very superficial questions."

" I am very enthused about Bilingual Education in Berlin. It is positively an asset to our children, our schools and the city of Berlin as a whole. My son is very fortunate in having a better-than- average teacher, I dare say, to present the fundamentals of the French speaking language. He is very happy, also. We as parents think highly of this program and vote for its continuance. Life has proven to us the many advantages of being bilingual and we want no less for our children. Thank you for your efforts."

"Very satisfied with the program. Wish it had been available to my older children. Please continue."

"The program has contributed to instilling greater self-confidence in our child. It has also made him proud of his scholastic achievements in French."

"I personally feel the bilingual program is an asset to our educational system and a great advantage to my child. I only hope it will continue, since we live in a community where speaking both French and English could only be beneficial."

"Would like to see what books or literature they use in French. According to my child they do not have any French books that they learn from. The only thing he has brought home is coloring papers. We would like to help him, but don't know what he has learned."

"Implementation of weekly behavior reports has been most effective. Open house meeting should be held in order for parents to review school work and to discuss children's progress."

"The program is great! My only complaint is that I wish the teachers would stress more to the children that they should use their new language at home and even during play with his friends. In other words - Parle francais a la maison! That was my biggest reason for sending my child there in the first place."

"We think the program is terrific!"

"I'm sure that this program is worthwhile. Only I feel that I don't know that much about it, so that is the reason why some questions have been left unanswered - though I'm convinced that knowing two languages is a must in this day and age; it was useful when I was working and it still will continue to be so. Thank you for your interest in our children."

"I feel that my child has learned more last year because I think this year the classroom is over-crowded and the teachers have to many kids to take care of. I still think that the Bilingual Education Program is a very good program."

"#9 - Educational decisions I feel should be left to the school and teachers. You have a program to follow and that is what the school should go by. If any help is needed with a particular child, then the parents should be included in educational decisions. #11 - Many times my children have come home from school <u>crying</u> because other children have been cruel to them. Thank God they come home happy more often. Mine are not perfect but they have been brought up to respect other peoples' feelings."

"Yes, I would like to thank the school and teachers very much. Our daughter is learning alot. We thank you all very much."

"We feel that our child is more comfortable with our family and French in our house is not something of the past, like it was for the child before she started school. We are pleased with the results of the Bilingual Program. Wish to have our daughter continue. Her teachers were a big plus in her education."

"I am very pleased with the education my son is receiving. He is doing very weel grade wise. The teacher is good with him and she shows alot of interest in everything he does. She is pleased to see me every time I come to class and isn't afraid to talk freely about my son. I certainly hope we can continue with this type of education and teachers."

"My sons' teachers seem genuinely interested in my sons' welfare and in the quality of education they are receiving. Whenever I visit them at school, they are always eager to see me and answer any question I may have. I am happy to be on the Advisory Council and to help the Program in any way I can."

"At first I was a little hesitant in our child having French in school. I was worried that it would be too much for her to handle and that her other subjects would be affected. To our pleasure she is doing very well. She is very pleased and proud when she comes home from school and is able to tell us all that she learned. She is very happy learning French and so are we. Thank you."

"I truly believe that the Bilingual Education Program is the best thing that could happen for Berlin children or any others for that matter. The young child has the ability to grasp several languages so easily it's a shame everyone couldn't have the opportunity. I hope to see the program in Berlin continue and have other languages added as the children grow older. Since Berlin is still very French, I find children from both languages benefiting greatly. I'm very pleased my daughter has the chance to be in Bilingual."

"Being able to converse with his grandparents in French has been a very exciting experience for my son. He definitely has a better feeling about himself because of this experience. Mes felicitations a vous tous qui travaillent si fort, et un grand merci!"

"Bilingual is the best thing that happened to Berlin, N.H. in a long time. I am very sorry it didn't start 10 years ago when my first son started school. Now I feel that my youngest son has the same advantage that his father and I had a long time ago."

"My child is very happy and so are we. We think there is room for improvement in everything. The Perfect Thing is not on earth, but in general the Program is very good. We are hoping it is in Berlin to stay. We'll do anything to encourage the Program and enrich it in any way possible. Keep up the hard work."

"I hope that the program continues. I'm sure the children, as they get older, will appreciate having the knowledge of both languages as I have. French has been useful to me in whatever I do or wherever I go. I'm positive the children will find this experience also. Keep up the good work, and a big THANK YOU to all that are involved."

"I think the teachers are doing a great job with the Bilingual Program. My children just love it. They really enjoy practicing their French with us at home."

"I have found that my child now enjoys speaking French. Before becoming a bilingual student, she understood French (it is spoken a lot at home) but refused to speak it. Now sho can't wait to sing the songs she learns and eagerly teaches them to her four year old brother. He not only knows some songs but she has also taught him to count in French. I feel very fortunate to have had the opportunity-to have my daughter in the Bilingual Program. I've been very satisfied with her work and the interest shown by the teachers."

"Frankly, I don't care if he learns "heritage and culture." I merely want him to learn the language."

"Je suis tres heureuse que Stephane ait eu la chance d'aller a l'ecole bilingue. C'est incroyable tout ce qu'il a appris. C'est un enfant qui demande beaucoup d'aide et d'explication et le fait d'avoir deux professeurs lui a grandement aide. J'aimerais bien avoir la meme chance pour mon autre garcon qui va commencer l'ecole en septembre et qui aura le meme probleme. Je vous remercie pour tout ce que vous avez fait et j'espere que ce programme va continuer pour bien des annees."

"It makes my child talk French, and teach it to her older sisters! With small classrooms she learns quite well."

"#11 - His days vary. There are days he likes school a lot, especially if there are special projects they do in school. He likes French very much and I'm very happy that he's learning it. It's definitely an advantage - no doubt about it."

"I hope the Bilingual Program continues because in life it is good to know more than one language. If you know some French you can converse with people who speak only French instead of just standing there not knowing what they are talking about. No matter where you go some people speak only French. I know, because where I work there are some who speak only French and if you know some French you can converse with them and make them feel at ease while they are with you. I believe they learn just as much as the students who learn only English in school and even more because they are learning another language."

"I would like to see more papers coming home with the French words that the children are learning. In this way we might try to communicate with the children by using these words."

"I hope that this Bilingual Program can be continued for many more years to come. As you can see by my answers to your survey, I am fully satisfied with my child's progress and education, as well as the fact that my child is very happy about the program as well."

"We hope that the Bilingual Education Program will continue. We have another child and we would like for her also to attend the Bilingual Education Program when she is ready to start school."

"I really think that my son is receiving a very good education in the three "R's" but what I enjoy is when he comes home and has cooked or made something and can tell you what country it represents. or what holiday the article represents. "Hooray" for his teacher and aide! These extra activities are really great."

"I'm very proud and glad that they did start this program. My children are learning more now than if they would go just to English class. They use and develop their brain more. They also understand more about people and language. I'm satisfied about the Bilingual Program and keep up the good job. I thank you for starting this program that I wished for a long time ago. I believe that they will have a good and better job in the future."

"We find the program to be a definite asset to the community. We are also very pleased with the teachers and the quality of the instruction our child is getting. We hope our child will be able to keep up her education."

"J'aimerais qu'il est deux classe poor 34 eleves. C'est beaucoup trop pour deux maitresses. Je trouve que l'Education Bilingue est tres important pour nos enfants. C'est tres important pour nos enfants de savoir deux langue, et j'espere qu'on donnera le personel necessaire pour continuer ce grand et bon et beau programme. Merci."

"I feel it is very important to have the ability to speak more than one language. I also feel that having this program start early makes it much easier for a person to learn another language. I'm very glad my child has had the opportunity to take French this year and I hope it (the program) will continue to grow and expand. Thank you for this service."

"My child, although she understood French, never tried to speak it. Now she does try once in a while. That is a change."

"We wish they would grade them for French on the report cards. We also wish they would have a more permanent place to go to school."

"J'ai peur que si les enfants n'ont pas plus d'heures de francais qu'a present, leur comprehension de la langue n'avancera pas. Quand nous etions a l'ecole le francais etait enseigne une demi journee. Nous n'avions pas de television a l'age de 6-7 ans. Et meme quand celui-ci est devenu populaire, nous n'avons pas abandonnes la langue francais, car nous etions exposes au francais plus que 45-60 minutes par jour."

"I am very satisfied with the teaching of my child. She enjoys the teachers and likes to learn to speak French. I hope that my other children will have the same opportunity. Thank you for giving her the chance."

"Nous esperons que le programme va continuer, car nous croyons que c'est tres important de pouvoir lire et parler deux langues."

"We have been very pleased that the Bilingual Program has been offered to a child in our family. It has been an excellent experience for her and all of the children in her class. However, since we are a non-French speaking family there is not and will not be the carry through that the program deserves. We hope that French will be continued through the remainder of the grades."

"I am quite new to the school system as this is my first child in school. As of now I have very little background with which to judge this system versus others fairly. However, I feel that because my daughter seems to find satisfaction in the program I will continue to support it. Thank you."

"#16 - The French version of this question indicates "a preference" for speaking the new language he has learned; in which case my answer would be "no." #11 - I believe my child would be very happy in any learning environment. Schooling has changed considerably since the day I was a student. How my child is being taught is really "Greek" to me. And, yes, I'd like to know more of teaching principles and methods. Ref. the knowledge of a foreign tongue, any foreign tongue would be an asset. In my own travels on this continent, Europe, and the Far East, I found knowledge of French an asset in communicating with people. Today, in business, my French tongue is an asset in dealing with foreign manufacturers and local non-English speaking users of our products."

"I am glad that the Bilingual Program came into schooling because I think it's a fantastic opportunity for children to become familiar with another language at an early age, and of course the other important fact is that the children are being taught to speak French properly. We do not speak French at all so perhaps I welcome this opportunity for my child even more."

"I feel that at social gatherings where French is predominately spoken, she or he will not have to sit there not understanding one word that is being said. In traveling abroad, French will definitely be an advantage!"

"Je trouve que l'Education Bilingue est important pour nos enfants. Si une personne est Bilingue, il peut se placer plus facilement. Alors c'est une grande avantage de recevoir l'Education Bilingue. Je felicite le Directeur pour son grand devouement. J'espere qu'il lui donneront le personnel necessaire pour la continuation de ce programme."

"My daughter doesn't say much about her French class, and my son now and then comes out with a French word or two. He says he doesn't like French. He says he wished he didn't have to take French at all. I'm not sure if it's the French itself or the teacher that he doesn't like. On his report card for French his grade is O.K., but he has poor participation in class and that's the only subject that that has happened. He's in second grade. He says he doesn't like it because he doesn't understand it. My daughter is in third grade and she says she likes French."

"I feel after this year I sould take him out of bilingual, because he's not learning anything. I feel learning two languages for him right now is too difficult. His grades just keep getting worse. When he is in high school it will be his decision, whether he wants French or not, or he can learn from our family as he grows up."

"I don't think your survey gave enough room for down the middle answers. Answers have to be either good or bad. I am disappointed in the amount of French my child seems to have picked up as we are English speaking. Also a problem has arisen with the teacher and student. It seems a very poor choice for a child to have the same teacher for more than one year. Had I known this before school started, my child would not have stayed in the program and as it is presently, the child will not stay in the program next year. I had expected more French to be taught. This was my reason for the child being in the program."

Additional Verbal Comments

"I had difficulty making comparisons since this is my only child in school."

"I'm very satisfied with the program. Wish my older children could have had the same opportunity."

"I felt that the question concerning other cultures does not apply in this community."

"It is a very leading questionnaire."

"Leaves no room for real evaluation."

"Unfavorably disposed to questionnaire. Very pleased with the actual program."

"Questions too difficult to answer truthfully. Refused to complete questionnaire and turn it in."

BILINGUAL EDUCATION PROGRAM

CLAUDE OUELLETTE,
DIRECTOR

BURGESS SCHOOL
TEL. 603-752-2577
BERLIN, N. H. 03570

April 2, 1976

Dear Parents:

We are interested in knowing how you feel about the bilingual education of your children. In order to do this well, we have developed a survey which we are now asking you to fill out. If you cannot answer some of the questions, just check off the last category. Please fill out the survey as soon as possible. A parent in your community will contact you before April 9, 1976 and collect the survey. Please do not mail it in.

You need not sign your name on the survey. We would appreciate any comments you may have. Space has been provided at the end for you to do so.

Thank you very much for your cooperation.

Sincerely,

BERLIN-NORTH COUNTRY
BILINGUAL EDUCATION PROGRAM

Claude Ouellette

Claude Ouellette
Director

CJO/pal

Enclosure

BILINGUAL EDUCATION PROGRAM

CLAUDE OUELLETTE,
DIRECTOR

BURGESS SCHOOL
TEL. 603-752-2577
BERLIN, N. H. 03570

le 2 avril 1976

Chers Parents:

Pour la première fois nous vous demandons de remplir un questionnaire. Il s'agit tout simplement de quelques questions pour savoir vos impressions de l'éducation bilingue de vos enfants. Comme vous savez, il est très important que les parents de nos élèves soient satisfaits de ce qui se passe dans nos classes. Si par hasard vous ne pouvez pas répondre une question, vous n'avez qu'à rayer la dernière phrase dans chaque section. Gardez le questionnaire chez vous et un de vos voisins va vous donner un coup de téléphone avant le neuf avril. Ce n'est pas nécessaire de signer votre nom. Si vous voulez ajouter des commentaires, faites-le à la fin du questionnaire.

C'est avec sincérité et humilité, chers parents, que nous vous remercions d'avance pour votre coopération.

Claude Ouellette

Claude Ouellette
Directeur

CJO/pal

BILINGUAL EDUCATION PROGRAM

CLAUDE OUELLETTE,
DIRECTOR

BURGESS SCHOOL
TEL. 603-752-2577
BERLIN, N. H. 03570

PARENT ATTITUDE
SURVEY RESULTS
APRIL 1976
Fiscal Year 1975-76

Surveys Mailed To Parents	Surveys Returned	Negative Reaction	Positive Reaction	Individual Comments Made
148	122	2	120	57

-DETAILED RESULTS-

1. 122 Answered
   a) 80 d) 1
   b) 40 e) 1
   c) 0

2. 122 Answered
   a) 74 d) 1
   b) 47 e) 1
   c) 0

3. 118 Answered
   a) 45 d) 9
   b) 63
   c) 1

4. 122 Answered
   a) 19 d) 0
   b) 54 e) 4
   c) 45

5. 121 Answered
   a) 111 d) 5
   b) 5
   c) 0

6. 122 Answered
   a) 33 d) 2
   b) 32
   c) 53

7. 122 Answered
   a) 117 d) 0
   b) 5
   c) 0

8. 122 Answered
   a) 77 d) 0
   b) 39 e) 2
   c) 4

9. 122 Answered
   a) 44 d) 2
   b) 74
   c) 2

10. 110 Answered
    a) 75 d) 8
    b) 27
    c) 0

11. 122 Answered
    a) 102 d) 1
    b) 16
    c) 3

12. 122 Answered
    a) 104 d) 0
    b) 18
    c) 0

13. 122 Answered
    a) 97 d) 1
    b) 23
    c) 1

14. 120 Answered
    a) 112 d) 3
    b) 4
    c) 1

15. 122 Answered
    a) 37 d) 0
    b) 13
    c) 72

16. 119 Answered
    a) 91
    b) 28

17. 122 Answered
    Mother (a) 104
    (b) 18
    Father (a) 106
    (b) 16

QUESTIONNAIRE

Parent Attitude Toward Bilingual Education

Attitude Des Parents Envers L'Education Bilingue

---

1. I feel that my child is getting...
   Je trouve que mon enfant reçoit...

   ___a. a very good education.
   une très bonne instruction.

   ___b. a good education.
   une bonne instruction.

   ___c. a poor education.
   une instruction médiocre.

   ___d. a very poor education.
   une instruction très inférieure.

   ___e. none of the above.
   rien de mentionné ci-dessus.

2. I believe my child will continue to get...
   Je crois que mon enfant continuera a recevoir...

   ___a. a very good education.
   une très bonne instruction.

   ___b. a good education.
   une bonne instruction.

   ___c. a poor education.
   une instruction médiocre.

   ___d. a very poor education.
   une instruction très inférieure.

   ___e. none of the above.
   rien de mentionné ci-dessus.

3. My child is learning...
   Mon enfant apprend...

   ___a. many things about his heritage and culture.
   beaucoup de choses au sujet de son héritage et de sa culture.

   ___b. some things about his heritage and culture.
   quesques choses au sujet de son héritage et de sa culture.

   ___c. nothing about his heritage and culture.
   rien du tout au sujet de son héritage et de sa culture.

   ___d. none of the above,
   rien de mentionné ci-dessus.

4. The Bilingual Ed. class seems to be making my child...
Les cours du programme bilingue semblent influencer mon enfant. Il est...

___a. very friendly with children from other cultural backgrounds.
très ami avec les enfants originaires d'autres cultures.

___b. friendly with children from other cultural backgrounds.
ami avec les enfants originaires d'autres cultures.

___c. the same in his friendliness toward children from other cultural backgrounds.
ami de la même façon qu'avant envers les enfants originaires d'autres cultures.

___d. unfriendly with children from other cultural backgrounds.
moins ami envers les enfants originaires d'autres cultures.

___e. none of the above.
rien de mentionné ci-dessus.

5. It seems as though my child's teacher is...
Il semble que la maîtresse de mon enfant...

___a. very eager to talk to parents.
soit très désireuse de parler aux parents.

___b. indifferent about talking to parents.
soit indifférente de parler aux parents.

___c. reluctant to talk to parents.
ne soit pas désireuse de parler aux parents.

___d. none of the above,
rien de mentionné ci-dessus.

6. I visit school...
Je visite l'école...

___a. 5 or more times a year.
cinq fois ou plus par année.

___b. 3-4 times a year.
trois à quatre fois par année.

___c. 1-2 times a year.
une à deux fois par année.

___d. never
jamais

7. I am...
Je suis...

___a. very interested to hear about what is going on in school.
très interessé de savoir ce qui se passe à l'école.

___b. somewhat interested.
quelque peu intéressé.

___c. not interested.
pas intéressé.

___d. none of the above.
rien de mentionné ci-dessus.

8. I feel that I am told...
Je trouve que je suis au courant de...

___a. everything I want to know about my child's schooling.
tout ce qui se passe au sujet de l'instruction de mon enfant.

___b. almost everything I want to know.
à peu pres tout ce que je veux savoir.

___c. very little of what I want to know.
très peu de ce que je veux savoir.

___d. nothing of what I want to know.
rien de ce que je veux savoir.

___e. none of the above.
rien de mentionné ci-dessus.

9. Parents should be included...
Les parents devraient avoir une voix dans les décisions scolaires...

___a. more in educational decision making.
plus qu'à present.

___b. about as much as they are now included in educational decision making.
autant qu'à present.

___c. les in educational decision making.
moins qu'à present.

___d. none of the above
rien de mentionné ci-dessus.

10. School seems to be (Bilingual Education)...
Le programme bilingue semble...

___a. helping my child have better feelings about himself.
aider mon enfant à s'estimer plus qu'avant.

___b. making no difference in my child's attitude toward himself.
n'avoir aucun effet à aider mon enfant à s'estimer.

___c. making my child have poor feelings about himself.
aider mon enfant moins à s'estimer.

___d. none of the above.
rien de mentionné ci-dessus.

11. My child seems to be...
Mon enfant semble...

___a. very happy in school.
très heureux à l'école.

___b. indifferent about school.
indifférent à l'école.

___c. unhappy in school.
malheureux à l'ecole.

___d. none of the above.
rien de mentionné ci-dessus.

12. How well do you understand what the school is trying to do for your child?
comprenez-vous comment l'école essaie d'aider votre enfant?

___a. quite well.
bien.

___b. a little.
un peu.

___c. not at all.
pas du tout.

___d. none of the above.
rien de mentionné ci-dessus.

13. For my child, speaking, reading, and writing English and French would be...
Pour mon enfant, parler, lire, écrire anglais et francais seraient...

___a. a great advantage.
un avantage énorme.

___b. an advantage.
un avantage.

___c. no advantage.
pas du tout.

___d. none of the above.
rien de mentionné ci-dessus.

14. The ability to understand, speak fluently, write, and read more than one language makes...
L'habileté de comprendre, parler, lire et ecrire plus d'une langue...

___a. a good job with a high salary easier to get.
nous permet d'avoir un meilleur emploi plus payant.

___b. no difference in job or salary.
n'a aucun avantage.

___c. a good job with a high salary harder to get.
rend la tâche d'avoir un meilleur emploi plus payant difficile

___d. none of the above.
rien de mentionné ci-dessus.

15. Which language do you speak at home? (check one)
Quelle langue parlez-vous à la maison? (indiquez-la)

___a. English
anglais

___b. French
français

___c. English and French.
anglais et français.

___d. none of the above.
rien de mentionné ci-dessus.

16. The bilingual program has made my child want to speak & use his new language more than before.
Mon enfant préfère parler sa nouvelle langue davantage depuis qu'il est dans le programme.

___a. yes.
oui.

___b. no.
non.

17. Are you of French decent...
Êtes vous Franco-américain...

Mother? ___a. yes. ___b. no.
Mère? oui. non.

Father? ___a. yes. ___b. no.
Père? oui. non.

18. Personal Comments:
Commentaires: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

**MEMBERS 1974-75 / 1975-76
*MEMBERS 1975-76

ATTACHMENT C

BILINGUAL EDUCATION PROGRAM

CLAUDE OUELLETTE,
DIRECTOR

BURGESS SCHOOL
TEL. 603-752-2577
BERLIN, N. H. 03570

ADVISORY COMMITTEE

1976-1977

*Mrs. Jeanne Allain	795 Third Ave.	752-6429
*Mrs. Gay Anctil	RFD #1, Jericho Rd.	752-5020
*Mrs. Rolande Blanchette	297 Coos St.	752-1832
*Mrs. Louise Bosa	633 Champlain	752-3560
Mrs. Sue Boucher	133 Roderick St.	752-2240
*Mrs. Pauline Clark	1659 Main St.	752-1379
*Mrs. Shirley Croteau	35 Petrograd St.	752-4065
Mrs. Jean Downs	Pepin's Trailer Park	752-6606
Mrs. Louise Fortier	11 Adams St.	752-7086
Mrs. Jackie Gagnon	801 Third Ave. 752	752-3637
Mrs. Carmel Guerin	Jericho Rd.	752-1404
*Mrs. Marielle Halle	580 Champlain St.	752-2425
Mrs. Madeline Jeffrey	38 Smyth St.	752-6397
*Mrs. Lorraine Lachapelle	427 Champlain St.	752-1078
*Mrs. Pauline Martin	71 Wight St.	752-4255
Mrs. Freddy McLaughlin	211 Emery	752-1241
Mrs. Jeanne Neil	832 Sixth Ave.	752-5589
*Mrs. Theresa Parent	746 First Ave.	752-1879
*Mrs. Lois Philbrick	25 Petrograd St.	752-1147
Mr. Walter Philbrick	25 Petrograd St.	752-1147
Mrs. Monique Poulin	620 Hutchins St.	752-5850
*Mr. Eugene Rivard	290 Howard St.	752-7394
Mrs. Louise Rivard	290 Howard St.	752-7394
Mrs. Louise Vallee	169 First Ave.	752-4181
Mrs. Gail Yorkell	343 First Ave.	752-4216
*Mr. Greg Estrella	409 Denmark St.	752-7118

STAFF

*Mr. Claude Ouellette, Director	RFD #1, Cates Hill Rd.	752-6593
*Miss Paulette Landry, Secretary	532 Willard St.	752-3879
*Miss Linda Lavoie, Teacher	117 Mercier St.	752-4464
Miss Rachel Ouellette, Teacher Assistant	786 Second Ave.	752-

ATTACHMENT D

T E A C H E R S ' M A N U A L

For The

BERLIN-NORTH COUNTRY BILINGUAL EDUCATION PROGRAM

Berlin, N.H.

School Year 1976 - 1977

September 7, 1976

To All Bilingual Staff Members:

This manual contains most of the information you will need to properly fulfill your duties as bilingual staff members. The information herein contained is the result of the experiences of the past two years. Please familiarize yourselves with these administrative policies. It is by no means an exhaustive document and any suggestions or opinions will be given careful consideration.

The key element to any operation is the communication that occurs between the members. No internal assumptions should be made about anything. Please ask! The director really appreciates constructive feedback and promises to be a good listener! This third year of operation promises to be the best yet. Keep on working as a team.

I hope that each of you will have a great year and experience a true feeling of satisfaction come next June.

Claude Ouellette
Director

CJO/pal

AUDIO-VISUAL EQUIPMENT

No A.V. equipment is to be removed from the office without prior arrangements with the office. Please replace and roll all cords, connections, etc. in the same order in which they were found. It is up to each individual teacher to pick up and return all borrowed equipment and materials.

ENROLLMENT LISTS

Please make sure to keep the secretary informed about any student information changes and enrollment changes in admissions or withdrawls. Office files must be kept current at all times.

EVENTS

If a special event is being celebrated in your classroom and you would like the director to attend to take pictures, etc., he must be notified the previous week. Shorter notifications will be honored only when nothing has been previously planned.

FIELD TRIPS

Only one bilingual field trip requiring busses will be allowed for each teacher. Avoid all disappointments by not requesting more than one.

MAIL

Check your mail boxes at least once a week. All notices, correspondence, and pertinent materials will be placed in your respective boxes.

MEETINGS

All staff members are expected to attend all staff meetings. Since staff meetings occur on a regular basis, they must take priority. On rare occasions, the director will excuse attendance for serious unforeseen reasons, but he must be notified by the person wishing the excuse.

RESOURCE MATERIALS

No resource materials (soft ware, books, games, etc.) are to be removed from the office without prior arrangements with the office and unless all the necessary papers have been properly signed and dated. The time limit for any borrowed item is is five (5) school days. Please be fair and adhere to this request. It is up to each individual to pick up and return all borrowed materials.

SKIT NIGHT

Since last year's skits were so successful, the program is tentatively planning two more again this year. The Christmas skit will take place on December 14 or 16, 1976. The Easter skit will be scheduled as soon as possible.

SUPPLIES

All supply requests must be in the office and written on the proper form by noon each Tuesday. Supplies may be picked up at the office on Wednesday after 3:00 p.m. The Office will be open from 8:00 a.m. to 4:00 p.m. from Monday through Friday. No one will be allowed to stay beyond 4:00 p.m. The office will not make any special deliveries of equipment or supplies.

VISITATIONS

The visitation schedule lists a minimum number of visits and the director reserves the right to visit any classroom at any time without prior notice.

When visitors either from the area or outside the area plan to visit any classroom, notification will be given as early as possible; however, when some surprise visitors do come in and express a desire to visit certain classrooms, such desire will be approved by the director.

Each bilingual class will receive at least one monthly visitation by the director. The official evaluations by the director will occur on one of these visitation days. Teachers will be given proper notification when this evaluation will take place. All classes will be evaluated at least twice a year.

VISITATIONS TO OTHER PROGRAMS

The Berlin Program will be visiting the Canaan, Vt. program at least twice this year and they will likewise visit us twice. These visits are being planned to compare, enrich, and/or change our curriculum. The director will be asking for volunteers. Please be generous, with your time, and volunteer!

XEROX MACHINE

Uncle Sam has asked the program to drastically reduce the usage of its copying machine. It costs 3.5¢ per copy. This past year some teachers abused their copying privileges by making multiple runs and then deciding that that wasn't what they wanted. Before making any long runs, just make one copy to see if its what you want. Please be cost conscious! If you intend to make several copies of something, please check with the office first. Please do not hesitate to ask any questions that you may have concerning proper operations of the Xerox machine.

Berlin Public Schools, Berlin, New Hampshire

School Calendar, 1976-1977

	S	M	T	W	T	F	S

SEPTEMBER

	S	M	T	W	T	F	S
				1	2	3	4
	5	X	7	8	9	10	11
18	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30		

OCTOBER

	S	M	T	W	T	F	S
						1	2
	3	4	5	6	7	8	9
20	10	11	12	13	14	15	16
	17	18	19	20	21	X	23
	24	25	26	27	28	29	30
	31						

NOVEMBER

	S	M	T	W	T	F	S
		1	2	3	4	5	6
19	7	8	9	10	X	12	13
	14	15	16	17	18	19	20
	21	22	23	24	X	X	27
	28	29	30				

DECEMBER

	S	M	T	W	T	F	S
				1	2	3	4
16	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	X	X	25
	26	X	X	X	X	X	

JANUARY

	S	M	T	W	T	F	S
							1
	2	3	4	5	6	7	8
21	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					

FEBRUARY

	S	M	T	W	T	F	S
			1	2	3	4	5
15	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	X	X	X	X	X	26
	27	28					

MARCH

	S	M	T	W	T	F	S
			1	2	3	4	5
23	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		

This calendar is subject to change because of emergency situations such as fuel crises

APRIL

	S	M	T	W	T	F	S
						1	2
	3	4	5	6	7	8	9
16	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	X	X	X	X	X	30

MAY

	S	M	T	W	T	F	S
21	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	X	31				

JUNE

	S	M	T	W	T	F	S
				1	2	3	4
	5	6	7	8	9	10	11
13	12	13	14	15	16	17	18
182	19	20	21	22	23	24	25
	26	27	28	29	30		

JULY

	S	M	T	W	T	F	S
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						

AUGUST

	S	M	T	W	T	F	S
		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			

SEPTEMBER

	S	M	T	W	T	F	S
					1	2	3

VACATIONS AND HOLIDAYS

September 7	First day for teachers
September 8	First day of school
October 22	Teachers' Convention
November 11	Veterans' Day
November 25-26	Thanksgiving Recess
December 23-31	Christmas Vacation
Feb. 21-25	Winter Vacation
April 25-29	Spring Vacation
May 30	Memorial Day
June 16	Last day of school
June 17	Last day for teachers

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ATTACHMENT E

SUGGESTIONS FOR 1976-77: BERLIN BILINGUAL PROGRAM (by Teachers and Teacher-Aides)

1. We would like the bilingual program and the "Magic Circle" Curriculum explained to the public school system at the beginning of the school year.

2. We feel the need to define these roles: teacher, teacher-aide, and administrators (Director, Elementary Co-ordinator) etc.

3. We would like a pre-arranged schedule of classroom visitations for teachers and teacher-aides to visit eachother's classrooms.

4. We believe that the Director should visit the classrooms on a regular baisis and more frequently for a better understanding and more positive feedback. Evaluations on his part should be reserved until there is a good understanding of performance in the classroom.

5. We want an orientation program for all teachers and teacher-aides at least one week prior to the opening of school.

6. We would like to begin the orientation program with the revised first and second grade curriculum.

7. We want the materials developed for the first and second grades, as well as the third grade objectives, organized and available for dissemination during the orientation program and for future use.

8. We feel the need to develop a better system of Public Relations.

9. We believe that exam schedules must be set up in the beginning of the school year and that the last exam should be completed by the third week of May.

10. We feel that there must be opportunities available for classes to attend programs presented by other classes and bus schedules must be arranged in advance.

ATTACHMENT F

1976-77
STAFF MEETINGS & WORKSHOPS

September	1	Orientation Workshop
	2	Orientation Workshop
	16	Staff Meeting & Workshop
	27	General Staff Meeting (All Elementary Teachers)
October	12	Staff Meeting & Workshop
	28	Staff Meeting
November	4	Staff Meeting
	17	French Workshop (In-Service Training)
	18	Staff Meeting & Workshop
December	7	Teacher Assistants' Workshop

DATE_____ ATTACHMENT G PLACE_____

Hopefully this series of questions will help to clarify and put into perspective some of the points that teaching exemplifies. This list is by no means exhaustive and hopefully your comments and observations will lead to further additions and deletions.

1. What objectives are being taught?_____
_____
_____

2. How is discipline achieved?
   a) Have the rules of conduct been previously established?_____
   b) Are they only now being established au fur et a mesure?_____

3. How are the directives received?_____
_____
   a) Are the directives known by the children?_____

4. What does the teacher do when the children speak in English?
_____
_____
_____

5. How does the teacher handle the student who is not participating?
_____
_____
_____

6. Are there many students not participating?_____

7. Why?_____
_____
_____

8. Are the visuals appropriate?_____

9. Are there enough of them?_____

10. Are they used effectively?_____

11. Are they clear enough for all the children to see?_____

12. Is there a lot of movement?_____

13. Are the children bored at any time?_____

14. How much oral part is there on the part of the children?_____
_____

15. How would you rate the ratio of interraction?
   a) Pupil - pupil? _____
   b) Teacher - Pupil - Teacher?_____

16. Can you find any opportunities for oral reinforcement that are missed in the lesson?_____
   A) When?_____
   B) How?_____
   C) What?_____

17. Are there too many objectives being taught?_____

18. Are the different parts of the lesson clear?_____

a) the revue_____
b) the new material_____

19. Is it evident that the lesson was prepared in advance?_____

20. If you have to summarize the whole lesson in three or four words, what whould you say?_____

21. What do you like best?_____

22. What do you like least?_____

23. How would you rate the overall lesson?_____

24. What skills were practices?

____Reading
____Writing
____Speaking
____Coloring

____Following Directions
____Dramatizing
____Others
+ _____

25. Resolution:

From now on I will_____

Staff Training Workshop
Nov. 18, 1976

NEW HAMPSHIRE TITLE VII WORKSHOP
EVALUATION QUESTIONNAIRE

_____
Name Optional

I In general, I would rate the overall value of today's workshop in helping me prpare myself as a Bilingual teacher.

___Extremely Valuable ___Valuable ___of limited Value
___of No Value ___No Opinion

II Of all the information and materials presented in the workshop today, the one of most value for me was:

_____

_____

III Of all the information and materials presented in the workshop today, the one of least value for me was:

_____

_____

IV After today's workshop, I feel I will need additional assistance from the Title VII office in the following areas:

1. _____

2. _____

3. _____

V I would make the following suggestions for improving future Title VII Workshops:

_____

_____

_____

ATTACHMENT H

BILINGUAL EDUCATION PROGRAM

CLAUDE OUELLETTE,
DIRECTOR

BURGESS SCHOOL
TEL. 603-752-2577
BERLIN, N. H. 03570

SCHOOL YEAR 1976-1977

SCHEDULE OF ORIENTATION DAYS:

August 31 - September 1 - 2, 1976

August 31, 1976

9:00 - 9:30	Coffee & Donuts
9:30 - 10:00	Ice Breaker
10:00 - 10:30	Policy Book
10:30 - 11:00	Bilingual Program Philosophy
11:00 - 11:30	Distribution of Staff Recommendations & General Comments
11:30 - 12:00	Staff Plan (Teachers - Assistants - Rooms)
12:00 - 1:00	Lunch
1:00 - 2:00	Philosophy of Objectives & Overview
2:00 - 3:30	Examination & Review of Curriculum - Objectives & Materials (Questions & Answers) (Teachers' Manual)

Workshops:
1. Madawaska
2. Magic Circle
3. Bilingual Ed. Public School Teachers
4. Methode Dynamique (Awareness of Quebec Culture) (Using Visual Aids for teaching French) 60 minutes

September 1, 1976

9:00 - 10:00	Examination & Review of Curriculum - Objectives & Materials (Teachers Manual)
10:00 - 10:15	Coffee Break
10:15 - 12:00	Continuation of Review
12:00 - 1:00	Lunch
1:00 - 3:30	Methodology & Approach for pre-reading led by Mrs. Ricard in adjoining room for all first grade staff - How to teach reading in the 2nd & 3rd grades using the Methode Dynamique led by Helene Laliberte

September 2, 1976

9:00 - ????	Continuation of workshops till completion